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ABSTRACT

This study examined the incidences of bullying behaviors among male and female 9th and 10th graders in rural Nebraska and suburban Texas schools. Nebraska students were predominantly Caucasion, and Texas students were African American, Hispanic American, and Caucasion. Student surveys examined such issues as how often bullying occurred, where it occurred, what it was like, who students told, and how concerned students believed their teachers and administrators were about bullying. Results indicated that bullying was a very real part of students' lives. More than 80 percent of students observed some type of bullying at least some time in their school. Nearly one-third of girls and 20 percent of boys observed bullying often. Most of the bullying involved hurtful teasing and painful name calling. When boys were bullied, there was more physical violence. Both sexes reported being threatened with harm more than 26 percent of the time when bullied. Bullying was most likely to happen during class, lunch, and extracurricular events. Students occasionally told someone about it, generally a family member or friend. Students did not tell school faculty about the bullying and did not perceive that school faculty were interested in trying to stop bullying. (Contains 43 references.) (SM)

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Running Head: A comparison of 9th and 10th grade boys and girls

A COMPARISON OF 9th AND 10th GRADE BOYS' AND GIRLS' BULLYING BEHAVIORS IN TWO STATES

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A COMPARISON OF 9th AND 10th GRADE BOYS' AND GIRLS' BULLYING BEHAVIORS IN TWO STATES

Introduction

On March 6, 2001, fifteen-year-old Andy Williams took a .22 caliber revolver and 40 bullets to high school and fired 30 of them. Two schoolmates died and 13 others were wounded. Andy appeared to investigators to show no sorrow for this rampage and gave no motive for this act. His California friends say that he was "mad at something . . . . He was an angry young man." But those who knew him in Knoxville, Maryland where he grew up say that Williams was occasionally bullied when he attended school there. "But the teasing and bullying worsened when Williams got to California . . . . People accused him of being gay. . . made fun of him for being a country boy, for his big ears. It didn't matter what he did, they made fun of him" (Booth & Snyder, 2001, 1, 6A)

Although the history of this incident began in Maryland and ended in gunfire in California, no state or school in the United States is exempt from the possibility that this could occur in their own school yard. Even in the Plains States where violence in schools is not thought to be as prevalent, legislation has been introduced by Nebraska Senator Dave Landis to enact a four-prong approach to school violence. LB 1083 better known in Nebraska as the "Bullying Policy" requires schools "to develop and adopt a policy concerning bullying prevention and education, stating the strategies the district will use to create an environment free from bullying. The policy must take into account the frequency and the severity of such bullying behavior" (NCSA, 2002, p.1). In addition, the policy to be developed by the school district must involve input from parents, teachers, students, and community at large and must be the subject of

a public hearing before the school board before adoption. The developers of LB 1083 concluded that students need to be taught skills in conflict resolution to avoid bullying and violence. Conflict resolution skill instruction for kindergarten through grade twelve is required (NCSA, 2002, p.1).

Nebraska Senator Landis is not alone when connecting bullying to possible violence. Bullying is frequently mentioned as a possible contributor to school violence (Boatwright, Mathis & Smith, 2000; Flannery & Singer, 1999; Rigby, 1996; Olweus, 1991, 1996; Shakeshaft, Barber, Hergenrother, Johnson, Mandel, & Sawyer, 1995). Recently, a report by the United States Secret Service noted that in over two thirds of school shootings, the attackers experienced some form of bullying prior to the incident and a number of these attackers had experienced bullying at school over a long period of time (Vossekuil, Reddy, Fei, Borum, & Modzeleski 2000). Even high school students blame each other for the bullying and teasing that pushes these kids over the edge (Lindsey, 2001). In fact, over 4.8 million U.S. students are threatened yearly by other students physically, verbally, and indirectly (Shakeshaft, et al., 1995).

Evidence suggests that bullying can occur at any school, although the degree of severity varies considerably. This is an important finding, because it allows schools to more readily admit the problem without being considered a poor school. This also encourages an "emerging national consciousness" (p. 2) which enlists parents, educators, and other stakeholders to become actively engaged in seeking ways to reduce the occurrences of bullying (Smith & Brain, 2000). Bully victims can be found in many settings, in the home, in the school, and even in the work place (Smith & Brain, 2000).

What is bullying?

Olweus (1996) defined bullying as when a student is exposed, repeatedly to negative actions by one or more other students, and Rigby (1996) stated that it occurs when a less powerful person is repeatedly oppressed, psychologically or physically by a more powerful person or group. Bullying always represents an "asymmetric power relationship" (Olweus, 1997, p. 496) or a "systematic abuse of power" (Smith & Sharp, 1994, p. 2). Also, bully behavior is usually repetitive, that is, the unpleasant behavior is directed at the victim over a period of time (Smith & Brain, 2000). Generally, those who engage in bullying "vary in their degree of awareness of how bullying is perceived by the victim" (Olweus, 1997, p. 496), but most of them realize to some extent that their behavior is not something that the victim likes. Thus, hitting, taunting, threatening, teasing, stealing, excluding, or spreading rumors are typical bully behaviors (Olweus, 1996; Rigby, 1996).

Because bullying appears to be social in nature, Salmivalli, Lagerspetz, Bjorkquist, Osterman and Kaukialnen (1996) investigated this phenomenon as a group process. Their findings indicate that most children in a class at school (6^{th} grade in this study) have a definable participating role. Boys most often assumed the role as bully, reinforcer and assistant, while girls were most often defender and outsider.

Are Boys or Girls the Bullies?

Generally, more boys than girls bully others (Batsche & Knoff, 1994). While girls exhibit bully behaviors, boys are much more apt to bully others (Ma, 2001). Clearly sex differences in aggressive behaviors have been found that include bullying (Ahmad & Smith,

1994). Boys tend to be more overt and more physical when they bully; while girls are more apt to gossip in a hurtful way and ostracize others (Olweus, 1991). Boy bullies tend to be physically stronger than other boys in general. Ahmad and Smith (1994) examined sex differences in the nature and extent of bullying between boys and girls and found that girls were slightly less sympathetic to bully victims than boys.

Stein (1999) has written extensively on sexual harassment and its relationship to bullying, and has found that even as early as kindergarten there appears to be bullying conduct with sexual overtones. Thorne (1993) found that boys are more likely to use sexual insults against girls and that they are more apt to tease or ostracize other boys who do not conform to this behavior. Crick and Grotpeter (1995) found that girls focus on relational issues and focus on bullying behaviors that significantly damage another child's friendships or feelings of being included by the peer group. Additionally, girls appear more likely to bully other girls, especially in secondary school (Ahmad & Smith, 1994), while boys target boys and girls (Olweus, 1991).

According to Olweus (1997) bullies are distinctively aggressive toward peers. They have positive feelings toward violence and little empathy with victims of bullying. Unlike the commonly held view that bullies may appear tough and aggressive, but are really insecure, Olweus (1997) and Rigby and Slee (1991) suggested that bullies demonstrate little anxiety and insecurity and do not suffer from poor self esteem. However, Ma (2001) found that while a student with low self-esteem could be bullied, this student could bully others much more. Some studies have found bullies to be of average popularity (Lagerspetz, Bjorkqvist, Berts, & King, 1982) who are often supported and befriended by small groups of two or three peers and rarely are as unpopular as their victims (Olweus, 1997).

Olweus (1997) findings indicated that bullies need to have power and to dominate; they enjoy the control they have and like putting others in a subordinate position. Because of poor family conditions, many bullies seem to exhibit hostility towards the environment, and appear to enjoy the suffering of others (Roberts, 2000). Often, bullies make their victims provide them with money and other things of value. Too often, bully aggressive behavior is "rewarded in the form of prestige" (Olweus, 1997, p. 500). Certainly, because of these behavior patterns, bullies run the increased risk of later problems developing, such as criminality and drug/alcohol abuse (Loeber & Dishion, 1983).

Are Boys or Girls the Bully Victims?

Girls more frequently report being bullied than boys (Rigby, 1996); and more boys than girls are victims of bullying (Olweus, 1996). Oliver, Hazler, and Hoover (1994) found that girls, more than boys, perceived that bullies had higher social status than their victims.

Bully victims are generally unable to defend themselves and are more anxious and insecure than other students. Olweus (1997) described them as cautious, sensitive and quiet. Younger victims often react by crying; older victims withdraw. Frequently, bully victims suffer from low self-esteem, view themselves negatively and often consider themselves failures and unattractive. Typically, these children "do not have a single good friend in their class" (p. 499).

Olweus (1997) divided bully victims into two groups: passive or submissive victims and provocative victims. Passive victims do not provoke their peers, do not like violence and are likely to be physically weaker than other boys (more research has been done with boys than girls). Ma (2001) reported that students with poor physical conditions are much more apt to be

bullied than to actually be the bully, especially when they are younger. As students grow older, poor physical conditions appear to become less a reason for being bullied. Schwartz, Dodge, and Coie (1993) suggested that these characteristics actually play a role in their victimization. Certainly the fact that they are repeatedly harassed by other children, must contribute to these feelings. The provocative victims are both anxious and aggressive in their patterns of reaction and some of these victims have been characterized as hyperactive, with behavior patterns that annoy or provoke other students in the class (Olweus, 1978).

What Are the Effects for Both Bully and the Victim?

Often, there are long term effects for both the bully and the victim. Bully victims appear to have lowered self-esteem, increased absenteeism, and depression (Flannery & Singer, 1999; Rigby, 1996; Olweus, 1996), and they are more likely to become bullies themselves (Rigby, 1996; Kumpulainen, Rasanen & Henttonen, 2000). Additionally, the social and personal development of children can lead to social isolation and encourage dropping out of school (Craig & Peplar, 1996) and the capacity to learn can be diminished (Goleman, 1995).

Both male and female children identified as school bullies when compared with their less aggressive peers have a much higher chance of later committing delinquent acts, are likely to be involved in criminal convictions and treat their own children and spouses with more aggression and greater severity (Craig, Peters, & Konarski, 1998, Olweus, 1993). Even adults who admit to having bullied others at school frequently experience a greater degree of depression than is found among other adults (Dietz, 1994).

Some correlation has been found between physical peer abuse rates and satisfaction and dissatisfaction levels with school at the elementary, middle, and high school level (Miller,

Verhoek-Miller, Ceminsky & Nugent, 2000). Additionally, this same study found a statistical correlation between psychological abuse rates and satisfaction and dissatisfaction levels at the middle and high school level. Even ACT scores suffered among high school students who reported experiencing more physical bullying. Ma (2001) reported that more incidents of bullying behaviors were found in small schools than in large schools. Additionally, this study found that discipline climate helped victims and discouraged bullies, parental involvement discouraged bullies more than it helped victims, and academic rigor discouraged bullies more than it helped victims.

Furthermore, a large group of children often ignored when considering the problem of bullying are the bystanders. Bystanders see what is happening yet they do not understand what is occurring well enough to deal with their own emotional reactions and possible viable actions (Hazler, 1996a). When attention is given to a bullying problem, the victim receives help, the bully, generally, receives punishment, but the bystanders are ignored. However, Hosch and Bothwell (1990) reported that victims and bystanders react similarly physiologically. Additionally, Gilligan (1991) and Safran and Safran (1985) suggested that both victims and bystanders in contact with violence over a period of time begin to repress feelings of empathy for others that led to a desensitizing to negative behaviors at school. Thus, even bystanders don't know what they should do, are fearful of becoming the brunt of a bully attack, and fear that they might do the wrong thing which could cause more problems (Hazler, 1996b).

How Wide Spread is Bullying?

Bullying is an international problem and has been studied in countries including

Scandinavia, England, Scotland, all the major western European countries, the USA, Canada, Japan, Australia, and new Zealand (Smith, Morita, Junger-Tas & Slee, 1999). Olweus (1993) reported that about 9% of Norwegian and Swedish children in grades 1 - 9 are bullied frequently at school. Canadian adults have commented that their most frequent types of abuse as children came from bullying at school (Ambert, 1994). Rigby and Slee (1995) reported that as many as 19% of boys and nearly 14% of girls between the ages of 10 and 17 are bullied at least once a week. Maeda (2000) found that 60% of students in Japan experience bullying either as a bully, a victim, or a witness. A study in England reported that in any year 75 of pupils are bullied, with severe bullying experienced by about 7% (Glover, Gough, Johnson, & Cartwright, 2000). A recent US study reported 78% of children in grades 3 through 8 being bullied just within the last month (Walls, 2000). Despite these numbers, for the most part bullying is unacknowledged, under-reported, and often minimized by adults because they are unaware of the extent of the problem and rarely discuss it with children (Olweus, 1993; Vail, 2000). While most parents feel that bullying is inappropriate, if it is their child being bullied, parents tend to want punitive action, while counselors believe that bullies are more apt to change these behaviors with more supportive help. Some parents appear to actually admire a bully, especially if it is their own son or daughter (Rigby, 1996).

The Problem

Clearly, bullying is a problem. It has a negative effect on the bully, as well as the victim. It even has an effect on how children perform at school and how satisfied they are with their school. In fact, the problem of bullying is so extensive; it also causes internal conflict for bystanders. Bullying is such a long-term cycle that it can even influence the adult life, which, in

turn, perpetuates the cycle of abuse. Considering the importance of this issue, the purpose of this paper was to explore the incidences of boys' and girls' bullying behaviors in two states. Research questions explored these issues:

1. Where does bullying happen at school for both boys and girls?
2. What kind of bullying happens at school for both boys and girls?
3. How often does bullying occur at school for both boys and girls?
4. Who do boys and girls tell when bullying occurs?

Methodology

Sample. This study is part of a larger on-going study on bullying which has surveyed over 1,000 students in a suburban school district of approximately 16,000 students in Texas and rural Nebraska districts. One hundred thirty-five, 9th graders at two high schools in Texas and one hundred fifteen, 9th and 10th graders at two high schools in Nebraska were surveyed regarding their experiences with bullying at school. The Texas high schools each have an enrollment over 1,000 students in grades 9 - 12. The two schools in Nebraska were both rural, with the high schools having less than 150 students in grades 9 - 12. The Texas school district gave permission to conduct the surveys in the 6th period freshman physical education classes at each school. All of the 9th and 10th graders in the two Nebraska schools were surveyed. The students' regular teachers monitored the anonymous, self-administered, forced choice questionnaire at the end of the 2000 fall semester. While the Texas high schools represented a diverse population of ethnicities in the suburban schools, both Nebraska schools were rural and approximately 93% white.

The Texas students were 61.5% female and 38% male. The Nebraska students were 47.8% female and 52% male. Forty-three percent of Texas students were African-American, 22.4% were Hispanic and 32.1% were white. Ninety-three percent of Nebraska students were white and only 2.6% were African-American. Only one student marked the ethnicity category, Hispanic. All of the Texas students were in the 9th grade. In Nebraska, the grade breakdown was 48.7% 9th graders and 51.3% 10th graders.

Data collection. The survey was adapted and revised from the Peer Relations Questionnaire by Rigby and Slee (1995). Harris and Petrie (2001) revised this instrument for use in the United States and pilot tested it in several schools in the South to increase validity. After pilot testing, the survey was revised again to pursue emerging issues not addressed in the original revised version. The questionnaire asked students to tell about bullying on their campus within the year and included 20 questions, such as, how often does bullying occur, where does it occur, describe bullying behavior, who do students tell, and how concerned about bullying do students consider their teachers and administrators. Students responded to each question on a Likert Scale format.

Data analysis. All responses were combined for tallying and percentages constructed. Descriptive statistics were used to describe responses. Data was disaggregated using SPSS 10 and crosstabs were performed on gender. Pearson chi squares were generated and level of significance identified at the $p<.05$ level.

Findings

Every category identified in these findings were significant with Pearson chi square at the $p<.05$ level indicating that boys and girls just responded differently to each of these questions. The first question asked the students to circle the word that best described them when at school. 33.1% of 9th and 10th grade boys in both states indicated they were "happy" or "very happy" at school, 30.4% circled "satisfied," while 33.1% indicated that they were "not satisfied," "unhappy" or "very unhappy" while at school. On the other hand, 47.8% of 9th and 10th grade girls in both states reported that they were "very happy" or "happy" at school. Twenty-two percent indicated that they were "satisfied," while 24.6% indicated that they were "not satisfied," "unhappy," or "very unhappy" at school.

The next question asked students to indicate how often they see a stronger person or group of students deliberately pick on someone weaker than them and give that person a bad time at school. Only seventeen percent of 9th and 10th grade boys from both states reported that this never happens, while 64.3% said that it happens sometimes and 17.9% said that it happens often. While only 13.7% of the 9th and 10th grade girls in both states indicated never seeing this happen, 56.1% indicated that it happens sometimes, and over 30% see it happen often. Thus, the findings in this study clearly indicate that nearly one third of the girls (30.2%) saw this happen often and three of every four girls saw it sometimes or often. Of the 9th and 10th boys in both states, 82.2% saw bullying occurring at least sometime at school.

Where does bullying happen in your school? In this section, students were asked to indicate by circling "never, sometimes, often" if they have noticed bullying occurring in different

locations or times at school. As Table 1 indicates, in both states, boys indicated bullying occurred most often at lunch (12.6%), and at extracurricular events (17%). Bullying occurred most often for girls at lunch (17.1%), at classroom breaks (14%) followed by extracurricular events (12.9%), in class (10.7%), and least on the way to school (4.3%). When the rating of "sometimes" and "often" were summed together for these categories for boys in both states, the three most common places for bullying to occur, at least, sometimes were in class (78.8%), at lunch (74.8%), and at extracurricular events (73.3%). For girls in both states, the same three places were reported in a different order: in class (77.1%), at lunch (76.4%) and at extracurricular activities (72.2%).

Table 1 goes about here.

What kinds of bullying occurred? In this section, students were asked if any of these things happened to them while they were being bullied within the past year. Students could respond with "never, sometimes, often." The most common form of bullying reported happening often for boys in both states was name-calling or being left out at 9.7% for both types of bullying. When "sometimes" and "often" were considered together, bully behavior that occurred at least sometimes during the past year for boys were most likely to be name calling (45.1%)and being teased in an unpleasant way (43.3%). Girls in both states reported that, at least, sometimes they were called hurtful names (46.4%) and teased in an unpleasant way (45%). See Table 2 for complete findings.

Table 2 goes about here

How often have you been bullied and how did you feel about it? Over thirteen percent of the boys and eight percent of the girls indicated they have been bullied at least once a week within the past year. Another 19% of both boys and girls indicated that within the past year they have been bullied, but less than once a week. On the brighter side, 67% of the boys and 71% of the girls indicated they have never been bullied within this past year at all. This question was followed by asking students how safe they felt at school. While by far the greater majority of both boys and girls indicated that they at least usually felt safe at school (89.3% and 89.9%), almost 9% of the boys and over 10% of the girls reported that they did not feel very safe at school. While this percentage is not large, it is important to see these numbers as real children, because 10 boys and 14 girls in these Texas and Nebraska schools did not feel very safe.

Students were then asked how it made them feel after they had been bullied. More than 5% of the boys and 10% of the girls said they felt miserable, and 15% of the boys and more than 16% of the girls reported feeling angry. Being bullied caused more than 5% of the boys and 7.9% of the girls to stay away from school at least one time. An additional 12.5 % of the boys and 22.3% of the girls indicated that they had considered staying away from school.

Who did you tell? Only students who had been bullied were asked to respond to the next two questions. When queried about whom students were most likely to tell about being bullied, boys reported they would tell a friend, their mother, and their father in that order. Most girls,

however, indicated that they would tell their mother, then a friend and their father. Only 1.4% of the girls and none of the boys indicated that they would tell teachers and counselors about being bullied. Of the boys and girls who told someone, 4.8% of both girls and boys told and it got worse. More than 10% of the boys and 16% of the girls indicated that they told, but there was no change. Only 7.1% of the boys and 8.3% of the girls indicated that they told and things got better.

The last section asked three questions of everyone. Students were asked if they thought administrators at their schools were interested in trying to stop bullying. More than 15% of the boys said "no," while 14% of the girls said "no." An additional 15% of the boys and 31% of the girls indicated that they "did not know" if administrators were interested in trying to stop bullying. When asked this same question about their teachers, 20% of boys indicated that they thought "no" or "didn't know," while 27.4% of the girls said "did not know" or "no." The final question asked students if they would be interested in talking about the problem of bullying at their school with other students and faculty. Almost half of the girls and 31% of the boys indicated that they would like to help with this issue. Twenty-three percent of both the boys and girls indicated that they were not interested in helping with this problem.

Table 3 goes about here.

Clearly, this section indicates a critical problem for schools to consider. At these high schools in Nebraska and Texas, students are not telling school faculty about the bullying that is occurring, nor do many of the students perceive teachers and administrators as interested in helping reduce

bullying on their campuses. Yet, much of the literature on bullying indicates that one of the first steps to reducing this negative phenomenon is to recognize its existence on a campus (Olweus, 1993). How will faculty be able to do this if students are not telling them when it happens?

Recommendations

While there do appear to be bullying behaviors that are more prevalent among boys and behaviors that are more prevalent among girls, there is no exclusivity to either sex. Both boys and girls, often bully others and are bullied at school. One of the most frequently recommended ways to prevent bullying at school is to involve adults in working with both bully and victim (Ross, 1996; Olweus, 1993). Rigby (1996) found that Australian students perceived teachers as "not interested in stopping bullying or only sometimes interested" (p. 106). Charach, Pepler and Zeigler (1995) reported that students did not tell adults because they felt that their intervention was too little and might cause bullying to become worse. Walls (2000) also reported that students did not report incidents because of fear of retaliation. Findings from our study indicate that, indeed, some boys and girls did tell and it got worse; more told, and there was no change, while, over ten percent of both the boys and girls did not tell anyone at all. Only, about four percent of both the boys and girls told someone and the bullying lessened and things got better. Rigby (1996) reported that even though teachers in Australia are concerned about bullying and want it to stop they felt that someone else should handle the problem. How can school be a safe haven if children are not safe from bully behaviors?

Olweus (1993) persuaded Scandinavian authorities to begin a national campaign to reduce bullying and within two years of this intervention bullying had been reduced in some schools by as much as half (Olweus, 1991). He identified four key principals that are necessary

in any approach to reducing bullying at school. Schools and homes must create an environment that is 1) warm, positive and has involved adults, 2) committed to setting firm limits to unacceptable behavior, 3) committed to consistent application of non-hostile, non-physical sanctions on offenders, and 4) characterized by adults who act as authoritative. Other research has recommended that a critical component to prevent bullying is to address these issues with early interventions that focus on the school climate as a whole, rather than focusing exclusively on bullies and bully victims (Flannery & Singer, 1999; Olweus, 1993).

Based on our findings, a recommendation is made for schools to address the problem of bullying on their campuses. Girls and boys will be safer at school when adults, as well as the children have a better understanding of what is happening on their campus. This can be done in several ways, including having schools sponsor an anonymous survey for gathering data, but also through opening better communications with student groups on campus, such as Student Council. Schools must actively pursue the building of a climate on campus that is warm and invitational to all students, both boys and girls. Faculty must be encouraged to build relationships with students. Of course, at a time when standardized testing has become a major part of the school day, this will not happen without administration encouraging faculty to become more student-centered. Additionally, administration will need to provide time resources for faculty to make this happen.

Conclusion

In summary, bullying is a very real part of the daily life of 9th and 10th grade girls and boys at these high schools in Nebraska and Texas. More than 80 percent of both boys and girls observe some type of bullying occur at least sometime in their school. Nearly one-third of the

girls and 20% of the boys observe bullying often. Ahmad and Smith (1994) found that both boys and girls were teased but boys often used more physical violence than girls. This study supported these findings as most of the bullying for both boys and girls was hurtful teasing and painful name-calling. Additionally, when boys were bullied there was more physical violence as 32% of the boys were hit or kicked while only 17% of the girls indicated being hit or kicked. However, both boys and girls indicated they were threatened with harm more than 26% of the time when bullied. Bullying is most likely to happen for both boys and girls in class, at lunch, and at extracurricular events and, while some students are not bothered by it, at least one in five bullied boys and one in four bullied girls are made to feel angry or miserable. Both boys and girls occasionally tell someone, most likely a family member or friend. Neither boys nor girls are telling school faculty about the bullying, nor do they have a perception of school faculty as interested in trying to stop bullying on their campus.

There is much talk today about creating "safe schools." Duke (2002) cautioned that for any school to be safe "every reasonable effort" (p. xvii) must be made to ensure that students are not fearful for their safety. Students, whether male or female, need to feel safe to focus on academic achievement, be assured that the school day will not be disrupted by misconduct, and that students and staff respect each other. Safe schools are places where there is no room for bullying. For America to have safe schools, every reasonable effort must be made to reduce the occurrences of bullying at school. As long as there are children that feel unsafe at school because of bullying, there are children made fun of, called names, or are unhappy with school because of bullying, or children are afraid to tell that they are being bullied, every reasonable effort has not been made.

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Table 1

Where does bullying happen at your school?

	Boys Freq	Boys.%	Girls.Freq	Girls.%
In the classroom Never	24	21.2%	31	22.1%
Sometimes	76	67.3%	93	66.4%
Often	13	11.5%	15	10.7%
At recess or during class breaks Never	42	38.5%	55	40.4%
Sometimes	37	33..9%	47	34.6%
Often	12	11.0%	19	14.0%
At lunch Never	28	25.2%	31	22.1%
Sometimes	69	62.2%	83	59.3%
Often	14	12.6%	24	17.1%
On the way to school Never	80	72.7%	96	68.6%
Sometimes	26	23.6%	32	26.4%
Often	3	2.7%	6	4.3%
On the way home from school Never	59	53.2%	60	43.2%
Sometimes	39	35.1%	64	46.0%
Often	12	10.8%	14	10.1%
At extracurricular events Never	30	26.8%	52	37.1%
Sometimes	63	56.3%	69	49.3%
Often	19	17.0%	18	12.9%
	n=112		n=140	

* $p<.05$ level for every category

Table 2

Did any of these things happen to you while you were being bullied within the past year?

	Boys Freq	Boys %	Girls Freq	Girls %
Being teased in an unpleasant way Never	64	56.6%	77	55.0%
Sometimes	39	34.5%	56	40.0%
Often	10	8.8%	7	5.0%
Being called hurtful names Never	62	54.9%	75	53.6%
Sometimes	40	35.4%	50	35.7%
Often	11	9.7%	15	10.7%
Being left out of things on purpose Never	75	66.4%	99	70.7%
Sometimes	27	23.9%	36	25.7%
Often	11	9.7%	5	3.6%
Being threatened with harm Never	82	72.6%	117	83.6%
Sometimes	24	21.2%	19	13.6%
Often	7	6.2%	4	2.9%
Being hit or kicked Never	76	67.3%	115	82.1%
Sometimes	30	26.5%	21	15.0%
Often	7	6.2%	4	2.9%
	n = 112		n = 140	

$p < .05$ level for every category

Table 3

Who did you tell that you had been bullied and what happened? *p< 05 for all categories

Who did you tell?	Boys Freq	Boys %	Girls Freq	Girls %
Mother	7	9.1%	17	23.0%
Father	2	2.6%	1	1.4%
Friend	8	10.4%	12	16.2%
Teacher/Counselor	0	0%	1	1.4%
	n = 112		n = 140	
What happened after you told?	Boys Freq	Boys %	Girls Freq	Girls %
I was bullied, but never told	10	11.9%	9	10.7%
I told and the bullying became worse	4	4.8%	4	4.8%
I told and there was no change	9	10.7%	14	16.7%
I told and it got better	6	7.1%	7	8.3%
	Boys Freq	Boys %	Girls Freq	Girls %
Are administrators willing to help? Yes	18	15.9%	19	13.8%
No	18	15.9%	20	14.5
Don't know	17	15.0%	43	31.2%
Are teachers willing to help? Yes	15	17.9%	55	29.6%
No	8	9.5%	17	9.1%
Don't know	9	10.7%	28	15.1%

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